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ORD 3321-65

29 November 1965

MEMORANDUM FOR: Director of Personnel

THROUGH : Chief, Recruitment and Retiree
Placement Division

SUBJECT : Report of Participation in 100 Universities
Program

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1. During the period of 18-22 October 1965 I had the distinct pleasure of representing CIA in the annual 100 Universities Program held at five universities in the northeastern recruiting region covered by [redacted] Personnel Recruitment Officer stationed at [redacted]. Arrangements for the programs were excellent which contributed significantly to the success of the programs. Strong support was provided by [redacted] and the Domestic Contact Service representatives [redacted] and others from the [redacted] office. In arranging our schedule, [redacted] set aside time for us to visit the placement officers of other universities in his territory and the [redacted] field office where I spent several hours briefing the contact specialists on DD/S&T activities and ORD research and development programs. 25X1

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2. The week [redacted] went smoothly with no incidents of open or even subdued hostility. All of the audiences engaged in the spirit of the program and participated by asking pertinent and penetrating questions. Experience gained during the previous week was most helpful in making this week's presentations.

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3. Many were interested in the career opportunities offered by the Agency to scientists and engineers. Pay scale, job challenge, employment mobility and opportunities for professional growth were topics of frequent inquiry. Pay scales for all educational levels were acknowledged by the audience as being competitive with those of industry and better than those of other Government agencies. Job challenge was discussed in terms of variety of assignment, intellectual challenges, gravity of the Agency's mission and responsibilities to our top-level Agency personnel, to policy makers and the President himself. Many thought that employment with CIA by a fresh graduate would make it difficult for him to change jobs because he could not refer to or describe his work to prospective employees. We remarked that few former CIA employees encountered difficulties in obtaining other employment and that we actively assisted them in seeking and obtaining satisfactory jobs. From the viewpoint of national security, the Agency does not wish to have a former employee disgruntled, alienated toward the Agency and unemployed because he may become an attractive target to others for exploitation. Time and time again the question of restrictions on professional publications and professional reputations came up. We pointed out that CIA employees could publish provided that the material contained no classified information or disclosed an Agency association or interest in the topic disclosed. Furthermore, many employees become well acquainted with the leaders in their respective field in the line of duty. A professional reputation can be established in a variety of ways. One way is to have your publications accepted and praised by the professional leaders; another is to have them praise you as a result of personal professional contact. The Agency offers the young professional many opportunities to meet and work with the leaders in his field.

4. In reviewing the 100 Universities Program in my mind, I firmly believe that it is a most valuable program and I find it most difficult to improve on the format of current programs. This year the approach of the program was broadened to present a unified Agency view rather than the more specific task of improving recruitment of college graduates. Although our programs now have greater audience

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acceptance, we must still attempt to enhance our recruiting potential. Many of the professors and educators that we talked to are interested in general, broad descriptions of typical intelligence tasks that their graduates might be assigned if employed by the Agency. Satisfying this desire may entail a description covering a broad spectrum of activities ranging from librarians, historians, economists, mathematicians to engineers and scientists. One method of providing an insight into the role of the many disciplines and professions could be achieved by posing a typical intelligence problem to the audience and then carrying the problem through to its solution. At each stage we could indicate what type of training was needed to execute the assigned task. The Cuban missile crisis might serve as an excellent example for review from beginning to end and how necessity brought about the emergence of the [redacted]

I visualize the use of a portable set of brief charts that would develop this or some other example in an orderly fashion. Each speaker should pick an example that would best suit his needs and could be released for discussion. This approach will leave our audience with a better insight into intelligence as a profession and the challenge it offers to the young college graduate.

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5. The programs that [redacted] arranged were very successful. His support and that of members from [redacted] Domestic Contact Service office made my task easier. Incidentally, our program at the University of Massachusetts was preceded one week earlier by a lecture on the history of intelligence presented by Professor Lyman B. Kirkpatrick of Brown University.

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